



Map of Togo: CIA World Factbook

Introduction

The Republic of Togo is located between Benin and Ghana in West Africa and borders the Bight of Benin in the south. The country consists primarily of two savanna plains regions separated by a southwest-northwest range of hills (*la Chaine du Togo*).

Togo is commonly divided into six geographic regions. In the south lies low-lying sandy beaches. The coastal region is narrow. There are a number of lakes, the largest of which is Lake Togo. The three major languages are Ewe, Kabye and Mina. [\[http://en.wikipedia.org/wiki/Geography_of_Togo\]](http://en.wikipedia.org/wiki/Geography_of_Togo)
[\[https://www.cia.gov/cia/publications/factbook/geos/to.html\]](https://www.cia.gov/cia/publications/factbook/geos/to.html)

The main export of Togo is phosphate which accounts for 40% of export revenue whilst 80% of the population is agrarian.

[\[http://www.lamaisondelafrique.com/togo.html\]](http://www.lamaisondelafrique.com/togo.html)

Below are some essential population and economic statistics:

- Population: 5,548,702 (July 2006 est.)
- Growth rate: 2.72% (2006 est.)
- GNP: US\$ 8.684 billion (2004 est)
- GNP per capita : US\$ 352
- Human Development Index : 147th out of 177 countries

[\[http://www.airninja.com/worldfacts/countries/Togo/gdp.html\]](http://www.airninja.com/worldfacts/countries/Togo/gdp.html)

[\[http://www.studentsoftheworld.info/infopays/rank/PNBH1.html\]](http://www.studentsoftheworld.info/infopays/rank/PNBH1.html)

[\[http://hdr.undp.org/hdr2006/statistics/countries/country_fact_sheets/cty_fs_TGO.html\]](http://hdr.undp.org/hdr2006/statistics/countries/country_fact_sheets/cty_fs_TGO.html)

Education System

Togo operates on a six-year primary education, four-year junior secondary, three-year senior secondary and two to four year tertiary education system. There are two ministries responsible for the administration and management of education in the country:

- The National Ministry for Education and Research (MENR); and
- The Ministry for Vocational and Professional Training (METFP).

Six designated regional headquarters each with defined district education structures oversee the routine and local management of the education system and treat all issues related to research, school inspections, teaching and training.

[\[http://devdata.worldbank.org/external/CPPProfile.asp?CCODE=TGO&PTYPE=CP\]](http://devdata.worldbank.org/external/CPPProfile.asp?CCODE=TGO&PTYPE=CP)

School Enrollment	2000	2004	2005
Primary completion rate, total (% of relevant age group)	61.0	66.3	
School enrollment, primary (% gross)	103.7	101.1	..
School enrollment, secondary (% gross)	30.4	38.9	..
School enrollment, tertiary (% gross)	3.1	..	
Ratio of girls to boys in primary and secondary education (%)	68.8	72.7	
Literacy rate, adult total (% of people ages 15 and above)	..	53.2	

Despite the regional and district structures implemented to help decentralize the management of education, the system still suffers from a heavy centralized management control. [\[http://www.ufctogo.com/article.php3?id_article=66\]](http://www.ufctogo.com/article.php3?id_article=66)

Some ministries also organize specific vocational and professional training for their future employees. These are the ministries of Health for medical auxiliaries, Youth and Sports for physical training instructors, The Civil Service for administrators and officers of the customs and revenue services and Rural Development for agricultural extension officers.

With the exception of the training and educational programmes organized by the Civil Service which may involve university graduates, the rest are pre-university academic or professional programmes which include in-service training.

Some NGOs are also involved in literacy and professional training activities. The Council for Higher Education and Training (CSEF) is in charge of all such programmes that do not fall under the two main educational ministries. Nonetheless, each ministry however, organizes its own training programmes.

The education sector is allocated 21% of the country's budgetary resources. The two public universities of Lome and Kara receive subvention from government that caters for 96% of their resources. Between 1990 and 2002 the gap between boys and girls school enrollment dropped by 30%, however the quality of teaching deteriorated as the number of qualified teachers reduced drastically over the years as reveals the table below:

Year	Qualified Teachers		Non-qualified teachers	
	Teachers	Assistants	Trainees	Monitors
<i>1990</i>	28.7	47.6		23.7
<i>2002</i>	1608	16.1	55.3	11.8

Only 2% of the teacher population is qualified.

[\[http://unesdoc.unesco.org/images/0014/001454/145490f.pdf\]](http://unesdoc.unesco.org/images/0014/001454/145490f.pdf)

Educational television was an effective tool that was curtailed in the 1990s due to the socio-political situation which led to the suspension of international cooperation and donor intervention in the sector. The television programs helped the government to train and run refresher courses for thousands of teachers using this medium.

Currently, community FM radios transmit programs that impact on public order and human rights, health and political education, gender sensitization and equality. [\[http://www.radiolucie.info/5-categorie-200821.html\]](http://www.radiolucie.info/5-categorie-200821.html)

Infrastructure

Telephone Infrastructure

The telephone infrastructure in Togo extends from Lome, the capital city in the south, to Dapaong, the northernmost city in Togo. The main operator, Togo Telecom, operates cellular services in addition to the fixed line service which is among the best in West Africa.

[\[http://www.togotel.net.tg/html/contacts_cartesTG.php?PHPSESSID=aa7f878ef1c1e9c3ac2ceafc217b1cee\]](http://www.togotel.net.tg/html/contacts_cartesTG.php?PHPSESSID=aa7f878ef1c1e9c3ac2ceafc217b1cee)

There are two cellular operators in Togo, Togo Cellulaire of Togo Telecom and Moov, formerly Telecel. [\[http://news.abidjan.net/article/?n=229467\]](http://news.abidjan.net/article/?n=229467) Mobile telephone services cover most of the urban and semi-urban areas. There are three major ISPs [\[http://www.excite.fr/voyage/guides/afrique/togo/General\]](http://www.excite.fr/voyage/guides/afrique/togo/General) [\[http://www.nationmaster.com/country/to-togo/int-internet\]](http://www.nationmaster.com/country/to-togo/int-internet)

Below is a tabulated presentation of Togo's telecommunications infrastructure implementation and usage statistics.

Telephones - main lines in use: 58,600 (2005)

Telephones - mobile cellular: 443,600 (2005)

Radio broadcast stations: AM 2, FM 9, shortwave 4 (1998)

Television broadcast stations: 3 (plus 2 repeaters) (1997)

Internet hosts: 520 (2006)

Internet users: 300,000 (2005)

Telephone density is about 9%, mobile phones inclusive.

[\[https://www.cia.gov/cia/publications/factbook/geos/to.html\]](https://www.cia.gov/cia/publications/factbook/geos/to.html)

Electrification

Togo has an installed capacity of 42 MW of electricity on a 5 640 km electrification network with 872 distribution sites that provide power to 4 200 public installations (street lights etc.) among others and covers 13% of the national territory.

It is worthy to note that the availability of power is negligible in the rural areas. Only 2% of rural populations have access to electric power in Africa.

[\[http://www.elyo.com/business/filiales/togo.htm\]](http://www.elyo.com/business/filiales/togo.htm) The country's energy problems may be traced to its lack of hydro and financial resources not excluding the mismanagement of its electric power company, *Compagnie Electrique du Togo (CET)*. [\[http://www.histoire-afrique.org/article63.html?artsuite=14\]](http://www.histoire-afrique.org/article63.html?artsuite=14) Ghana provides Togo 380GW/h. This volume has plummeted in recent times owing to the challenges Ghana is currently facing with the low level of water in its hydro-electric dam at Akosombo – a recurring phenomenon every few years.

[\[http://www.un.org/french/ecosocdev/geninfo/afrec/vol18no4/184electfr.htm\]](http://www.un.org/french/ecosocdev/geninfo/afrec/vol18no4/184electfr.htm) Togo also enjoys some amount of electricity from the Nangbeto Dam which is on the border with Benin and is shared by the two countries.

[\[http://www.izf.net/izf/ee/pro/index_frameset.asp?url=http://www.izf.net/IZF/EE/pro/togo/1012.asp\]](http://www.izf.net/izf/ee/pro/index_frameset.asp?url=http://www.izf.net/IZF/EE/pro/togo/1012.asp)

Togo, Benin and Nigeria signed an agreement for the supply of electricity from Nigeria to both countries.

The Economic Community of West African States (ECOWAS) with private sector participation has nearly completed a gas pipeline connecting Nigeria to Ghana through Benin and Togo, the West Africa Gas Pipeline (WAGP). WAGP is part of the region's energy supply system and is to supply natural gas to the three countries. [\[http://www.worldenergy.org/wec-geis/publications/reports/afrique/cooperation/ouest.asp\]](http://www.worldenergy.org/wec-geis/publications/reports/afrique/cooperation/ouest.asp)

ECOWAS, through its West Africa Power Pool Project (WAPP) is also in the process of constructing an interconnecting electric power grid for the region that will transport power from excess supply countries to the low energy ones.

[\[http://www.ecowas.int/ips/ii/energy/fr/page.php?file=what\]](http://www.ecowas.int/ips/ii/energy/fr/page.php?file=what)

Policy Framework and Implementation

Togo has no ICT policy.

The 1975 education reforms focused on education as it relates to the people and family life. The government revised the policy because of its limited expression and impact on intellectual and general development.

The 2003 revised policy emphasizes the following priority actions in the education sector:

- Use of competence as the yardstick for reviewing teaching and training programs;
- Adoption of educational policies that take into account on-going innovations in education, notably:
 - Initiate students into ICT culture, productive work and revenue generating activities;
 - Civic and moral education;
 - Road safety;
 - Health reproduction, STDs and HIV/AIDS;
 - Human rights education and peace;
 - Education and the environment.

Pilot schools are using the new teachers' guides and preparatory courses.

<http://www.ibe.unesco.org/International/ICE47/english/Natreps/reports/togo.pdf>

The actions listed above indicate a cautious admission of the need and prime concern of the government to integrate ICT into the curriculum. Meanwhile the country's budgetary constraints have crippled government initiative in the sector. Thus, the proposed actions do not delineate concrete perspectives as to implementation approaches.

This notwithstanding, the private sector has carried the torch of internet communication to most cities in Togo. A typical example is the computer services and sales company, CIB-INTA, which has sales outlets and cybercafés in major cities in all the six regions of the country. <http://www.cib-inta.com/contacts.html>.

Major Initiatives

Primary Level

An NGO, Mosaïque du Monde, donated 5 computers to a public primary school, *Ecole Publique Primaire Bohn*. That facility has been used to train about 98 teachers including 15 school inspectors and pupils. This initiative, though recognized by the government, receives only FCFA 5 000 (approx US\$ 10) as government contribution towards payment of monthly internet connection fees.

The internet café has a dysfunctional air-conditioning system. Presently the facility has no internet connection.

Mosaïque du Monde provided courses on CDs covering several subject areas that the pupils use as study material besides surfing the web for additional information. The facility is only one of its kind in a public school and more so in the capital, Lomé. The NGO has plans to establish another similar facility northernward in Kara. Some private elementary schools, e.g. the Ecole Française and the American School of Lomé have computer laboratories, however the school fees are not within the reach of the average Togolese family. Whilst public schools charge FCFA 7 000 (US\$ 14) per annum the lowest private school fees are in excess of US\$ 1400.

Secondary Level

Public secondary schools in Lomé suffer the same fate as their elementary counterparts. In the same vein, some private secondary schools have computer laboratories for their students, especially those schools that operate the French system of education and sit the external French examinations *like Ecole Alpha and Ecole La Lumière*. Statistically only about 5% of Togolese youth know how to use the computer. [\[http://www.cooperationtogo.net/info/110959\]](http://www.cooperationtogo.net/info/110959).

Tertiary Level

Campus Numérique Francophonie de Lomé is an initiative of the *Agence Universitaire de La Francophonie (AUF)*. The Centre was created in 1996 for the use of 4 tertiary institutions in Lomé including *Université de Lomé*. [\[http://portal.unesco.org/culture/fr/ev.php-URL_ID=10086&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html\]](http://portal.unesco.org/culture/fr/ev.php-URL_ID=10086&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html)

The Centre boasts of 50 computers and a high speed internet service. AUF pays for internet connectivity charges. Student users are each provided and access code at a subscription rate of FCFA 2 000 per month (approximately US\$ 4.00).

The facility provides opportunity to students to pursue academic programs via e-Learning with universities in the Francophone world. Students applications are vetted for listed programs and when successful receive scholarships that permit them to pay about 10% to 15% of the course fee.

Students are not restricted to the on-campus facility and may use their own internet connection to pursue their programmes. [\[http://www.tg.refer.org/\]](http://www.tg.refer.org/)

Resafad-Togo closed its doors two years ago. Resafad is the *Réseau Africain de Formation à Distance*. The project which employed ICT was also located on the

Université de Lomé campus and saw the training of several headteachers of primary schools nationwide. The trained teachers were to replicate the training by passing the skills acquired to teachers under their supervision.

[\[http://unesdoc.unesco.org/images/0014/001454/145490f.pdf\]](http://unesdoc.unesco.org/images/0014/001454/145490f.pdf)

The Computer Centre (Centre de Calcul) and the Distance Learning Centre (Centre pour la formation à Distance) of the *Université de Lomé* are developing educational programs to be launched using ICT.

[\[http://www.resafad.asso.fr/adea/autres/conclusionadea.html\]](http://www.resafad.asso.fr/adea/autres/conclusionadea.html)

Enabling and Constraining Factors

The enabling, constraining and risk factors are as tabulated below by subject category [\[http://www.adeanet.org/wgnfe/links/agencies.html\]](http://www.adeanet.org/wgnfe/links/agencies.html)

[\[http://www.francophonie-durable.org/documents/colloque-ouaga-a2-tsolenyanu.pdf\]](http://www.francophonie-durable.org/documents/colloque-ouaga-a2-tsolenyanu.pdf):

Sectors	Enabling factors	Constraining Factors	Risk Factors
ICT Deployment	<p>High speed internet connection because of recent connection to SAT3.</p> <p>Private sector involvement in deployment of internet services and facilities aiding access to ICT technologies in the general population especially in urban areas.</p>	<p>Universities financially constrained from extending the facilities even on the campuses.</p> <p>Private sector ISPs emphasise commercial service against community service.</p> <p>Low levels of ICT literacy in the general and teaching population</p>	<p>Possibility of failure of government or universities to renew or maintain installed facilities.</p> <p>Inability of government to extend ICT infrastructure due to financial and budgetary constraints</p>
Non Formal Education	Community school enrollment accounts for 9% of all primary and secondary school	Government budgets insufficiency does not permit meaningful	Possibility of the parent/teacher associations in the communities and the NGOs no to

	<p>enrollment since 1999 and continues to increase.</p> <p>NGOs that create literacy and vocational specifically for girls and school dropouts</p>	assistance to these initiatives.	maintain standards set by the ministries.
Gender Balance in Education	Girls to boys enrolment ratio gradually converging at the lower educational levels.	Traditional daily household demands still take priority over girls education.	No priority policy for girls, meanwhile girls make up only 20% of the tertiary level population.
Vocational and Professional Education	NGOs that create vocational centres specifically for girls and school dropouts	Government unable to build more schools as required due to budgetary constraints	Suspension of international cooperation due to Togo's political unrest may continue to plague the economy
ICT Policy and implementation	The university and some institutions in their own way establish computer laboratories with scarce resources.	The absence of policy impedes implementation of ICT in the education sector	The suspension of international cooperation and the withdrawal of assistance have and may continue to affect ICT development in the education and other vital sectors.

Contacts

Awokou Assogba
Animateur Pedagogique
Ecole Primaire Bohn
Tel : +228-221-59-16
Email : aawokou@yahoo.fr

Nassoma Laye
Inspecteur des écoles
Tel : +228-917-9005
Email : lnassoma@yahoo.fr

Arnaud AMELINA
Responsable Technique Local
Campus Numérique de Lomé
Email : arnaud.amelina@auf.org

Mme Léontine LANYIBLE
Comptable et Directeur par intérim
Campus Numérique de Lomé
Email : leontine.lanyible@auf.org